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ABSTRACT

The purpose of this monograph is to describe a model for the infusion of career development in adult basic education (ABE) programs and to provide guidelines for program administrators and facilitators. Career development theory is applied to adults, and the specific career needs of ABE students--who are apt to be from disadvantaged backgrounds--are delineated. A description of socioeconomic changes affecting the nature of work highlights their effects on employment opportunities for the disadvantaged and undereducated. A review of systematic career development processes concludes by stressing their importance for ABE students. The model for career development programs in ABE emphasizes the interdependence of life and career planning. Program content, including values clarification, self-assessment, goal setting, skill identification, ideal job descriptions, and job search methods, is outlined. The model is further developed through comprehensive descriptions of two existing ABE career development programs. Guidelines for program development focus on considerations for administrators and facilitators, including teachers and counselors. An appendix lists program descriptions and materials for use with adults, selected from the ERIC database. The model, guidelines, and resource list provide a framework for planning, expanding, and improving career development programs in ABE. (SK)

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Information Series No. 263

CAREER DEVELOPMENT IN ADULT BASIC EDUCATION PROGRAMS

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FOREWORD

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered into the ERIC database. This paper should be of particular interest to adult education and career education practitioners and decision makers.

The profession is indebted to Richard S. Deems for his scholarship in the preparation of this paper. Dr. Deems is currently a consultant with Richard S. Deems and Associates, Ames, Iowa. Formerly, he served as Assistant Professor of Adult and Extension Education at Iowa State University. While at Iowa State University, Dr. Deems directed a project to train adult basic education instructors in a research-based program of job-getting skills. A career changer himself, Dr. Deems works extensively in the area of adult career development.

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in Vocational Education

EXECUTIVE SUMMARY

The purpose of this monograph is to describe a model for the infusion of career development in adult basic education (ABE) programs and to provide guidelines for program administrators and facilitators. Career development theory is applied to adults, and the specific career needs of ABE students--who are apt to be from disadvantaged backgrounds--are delineated. A description of socioeconomic changes affecting the nature of work highlights their effects on employment opportunities for the disadvantaged and undereducated. A review of systematic career development processes concludes by stressing their importance for ABE students. The model for career development programs in ABE emphasizes the interdependence of life and career planning. Program content, including values clarification, self-assessment, goal setting, skill identification, ideal job descriptions, and job search methods, is outlined. The model is further developed through comprehensive descriptions of two existing ABE career development programs. Guidelines for program development focus on considerations for administrators and facilitators, including teachers and counselors. An appendix lists program descriptions and materials for use with adults, selected from the ERIC database. The model, guidelines, and resource list provide a framework for planning, expanding, and improving career development programs in ABE.

Information on career development and adult basic education can be found in the ERIC system under the following descriptors and identifiers: *Career Development; *Adult Basic Education; Career Planning; Self Concept; Self Actualization; *Disadvantaged; *Job Search Methods; *Self Evaluation (Individuals); Program Development; Demonstration Programs; *Life Planning. Asterisks denote terms having particular relevance.

INTRODUCTION

Career development is a lifelong process that extends from birth to death. Throughout the process, individuals pass through career development stages and master career development tasks at each of these stages. This recent understanding of career development as a lifelong process highlights the need for career development services for adults. Adults from disadvantaged backgrounds with limited educational experiences may have specific career development needs, since they are more apt to be unemployed, to be employed in lower-skilled jobs, to earn lower incomes, and to have lower career aspirations. This means that adults who participate in adult basic education (ABE) programs will have these career development needs.

Career development programs are an important component of ABE programs. Both administrators and teachers need to understand that basic skills deficiencies tend to cause limited career aspirations. If employed, adults in ABE programs have marginal jobs with limited opportunity for advancement. Through participation in ABE programs, these adults may begin to develop the skills needed for more satisfying and successful career experiences. However, because of their past experiences, it is important to provide career development services that can help adults shape realistic and attainable career paths.

The purpose of this monograph is to describe applications of career development programs in adult basic education, and to provide guidelines that will assist the development and implementation of these programs in ABE settings. The monograph should be useful to both ABE program administrators and facilitators, including teachers and counselors. Administrators will find the monograph helpful in providing basic information about career development, program content and models, and administrative decisions that can support the development and implementation of career development programs. Facilitators will find the monograph helpful in providing information about career development, specific program models and strategies, and procedures for implementing programs.

The monograph contains three chapters, plus an appendix presenting information about resources for use with adults in ABE programs that are available through the Educational Resources Information Center (ERIC) system. The first chapter of the monograph gives an overview of career development concepts that provides the conceptual basis for ABE career development programs, and describes the current employment/social context influencing career opportunities and the nature of work. The focus of chapter two is on the major concepts that provide the basis for ABE career development programs, and on providing a model of career development for adult basic education. The emphasis is on identifying specific skill areas related to career development that are particularly important to adults in ABE career development programs. This

second chapter also offers a comprehensive description of two ABE career development programs that provides an increased understanding of the nature of comprehensive career guidance programs in ABE settings. The third chapter offers guidelines for the development and implementation of ABE career development programs, including suggestions for administrators and facilitators of ABE programs, including teachers, counselors, and others who provide direct services to adults.

Specific training in career development is important for those who implement career development programs in ABE settings. Such training requires time and energy. One effective training technique is for staff to participate in career development experiences in which they examine their own career development and develop personal career plans. This process helps prepare the staff to assist others with their career development. One approach that may be adapted for use in ABE settings has been developed by Crystal and Bolles (1974).

The area of career development for adults is a rapidly growing field. Many locally developed programs have not been documented for use by others. This monograph is designed to provide general information on career development, information on specific programs and strategies, and guidelines for program implementation. It builds a framework for understanding the importance and nature of career development programs in ABE programs, and points to additional resources (see appendix) that can provide further information. This information should enable ABE administrators and staff to plan for new programs or to identify goals and resources for expanding and improving existing programs.

CAREER DEVELOPMENT FOR ADULTS

Recent research and theory have clarified the nature of the career development process. This information has been used extensively to provide the basis for career development programs. Due to a growing interest in career development for adults resulting from the increased numbers of adults in the general population, these career development concepts have been applied to adult programs in a variety of settings, including higher education, employment and training programs, community-based organizations, and adult basic education.

This section provides an overview of career development, including general information about career development, specific career development needs of adult basic education students, information about cultural changes that affect the world of work, descriptions of common components of career development programs, and a listing of the benefits of career development programs in adult basic education settings. The section is intended to provide a general understanding of career development and career development programs that, in combination with the more specific program information provided in the following section, should help adult basic education administrators and facilitators improve career development services in their programs.

Career Development Needs of Adult Basic Education Students

A career is the total of all work-related experiences that an individual has throughout a lifetime, and career development is a process that continues throughout an individual's life. Many life experiences, both in childhood and adulthood, help to shape an individual's career. Recent research indicates that several factors need to be considered when designing career development programs.

First, career development begins at birth and ends at death. Although previous career experiences do influence an individual, it is possible to help adults realize that they can continue to plan and influence their own careers. Career development is a process and individuals move through specific career development phases or stages. These stages parallel human development stages. For adulthood, Havighurst (1964) suggests that early adulthood (ages sixteen through twenty-five to thirty-five through forty) involves becoming a productive person, middle adulthood (ages thirty-five through forty to sixty through seventy) involves maintaining a productive society, and late adulthood (ages sixty through seventy and over) involves contemplating a productive and responsible life. These stages of adulthood have been translated into career development stages by Super (1957), describing early adulthood as a time to establish oneself in an occupation, middle adulthood as a time to maintain

oneself within an occupation, and late adulthood as a time to cope effectively with decline in vocational activity.

Second, the career development process is strongly influenced by an individual's view of self or of self-concept (Super 1957) and the extent to which the person feels responsible for his or her own future. If a person has a negative view of self, he or she will have limited career goals. A major goal of career development programs is to increase self-esteem and career aspirations, and to help individuals learn career decision-making skills that may be used to develop and implement career plans.

Third, career development involves a number of career decisions throughout the lifetime. This means that adults will need career-planning assistance and should feel comfortable about seeking this assistance when needed. The need for career change arises from both personal growth and the career adjustment process. As individuals grow and mature throughout adulthood, career options that were once satisfying may become less satisfying, thus creating a desire for change. Also, as individuals enter specific jobs, they are confronted with the career adjustment process. Super (1977) suggests that vocational adjustment is the extent to which people like and are successful at what they are doing. Such factors as lack of required skills, boredom or disinterest in the job, and poor interpersonal skills may all create adjustment problems.

Vocational maturity is another career development concept with implications for adult programming. Super (1977) defines career maturity as the ability to cope with vocational or career development tasks with which one is confronted. Although the content of the life decisions made by adults differs from those made by youth, Super suggests that vocational maturity at midlife involves the five areas that he earlier applied to youth. These areas focus on the following questions:

- Does the individual recognize the need for career planning and is he or she involved in the process?
- Is the individual involved in exploring a range of career options?
- Does the individual have accurate, comprehensive information about these career options?
- Does the individual have career decision-making skills?
- Are the career decisions made by the individual realistic?

Adult basic education students are apt to be from disadvantaged backgrounds. Although the career development process for these adults is similar to that of other adults (Miller and Leonard 1974), there are specific areas that are particularly important to emphasize in career development programs for this group. A report of the National Commission for Employment Policy (1979) summarizes the labor market experiences of the disadvantaged, including such subgroups as women, minorities, high school dropouts, and youth from low-income families. These results indicate that young adults from disadvantaged backgrounds, when compared to their more advantaged counterparts, are less

likely to be employed, to be employed in satisfying career options, and to be earning reasonable incomes. These less satisfying and less successful early career experiences will influence career development in middle and later adulthood unless career development assistance is provided.

Heffernan (1981) suggests that adults often seek education in response to job or career concerns. They view adult basic education programs as a means to improve their career situation and want immediate, short-term assistance. Adult learners' characteristics need to be recognized when designing programs. Heffernan characterizes adults who seek career-planning assistance as prefering anonymity in initial contacts for help, resisting information that is not directly related to their immediate career concerns, having limited ability to analyze their own needs, and having mixed feelings about education-related experiences because of previous negative experiences.

Disadvantaged adults have often had experiences that negatively affect their career development. They may lack basic skills, have had unsatisfying early vocational experiences, have low self-esteem due to lack of success in previous experiences, and have had low-paying jobs or been unemployed, thus creating financial stress. Because of these factors, special areas should be emphasized in career development programs for adult basic education students.

Changing Culture

Our culture is undergoing a major shift from an industrial to an information society. According to a Newsweek report:

> Unemployment is at 10.1 percent--but it is due only partly to the recession. A revolution is under way: the smokestack industries are shrinking--leaving millions without the skills to compete in the emerging high-tech economy. (Anderson 1982, p. 78)

Toffler (1981) refers to these changes as the Third Wave, and notes that we are leaving the industrial culture and entering a new high-technology society. Theobald (1979) indicates that the movement from the industrial to the information society is comparable to the historical move from the agrarian to the industrial era. This shift will create a revolution in the way human beings function and the ways they interact with and know the world. Figure 1 details the changes that are projected to occur as a result of this restructuring.

The development of high technology is affecting the work place. One major change is increased job displacement. At the time of this writing, there are at least 10 million Americans without jobs. This does not count the several million discouraged workers who are no longer seeking work. Unemployment cuts across economic and social lines as many skilled technical and professional workers now find themselves without work. Jobs that previously went to the disadvantaged or undereducated are frequently taken by highly skilled and professional workers, creating even higher levels of unemployment for the disadvantaged.

FROM	TO
an industrial society	an information society
a centralized society	a decentralized society
a national economy	part of an integrated global economy
forced technology	high tech/high touch
top-down society	bottom-up society
North	South
institutional help	self help
physics	biology
either/or	multiple-option
representative democracy	participatory democracy
a managerial society	an entrepreneurial society
institutional medicine	personal responsibility
sickness-orientation	wellness-orientation
hierarchies	networking
short term	long term
printing	telecommunications
broadcasting	narrowcasting
department-chain stores	boutiques
family as basic unit	individual as a basic unit
party politics	issue politics
non-renewable resources	renewable resources
myth of the melting pot	celebration of cultural diversity
material productivity	knowledge productivity
hired labor	contract labor
left vs. right politics	politics of the radical center
conquerors of nature	partnership with nature
vertical society	horizontal society

Figure 1. Changes Due to Shift from Industrial to Information Society

Source: The Restructuring of America in the Decade Ahead (n.d.), (n.p.)

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Unemployment is partly due to shifting occupational demand. This means that the unemployed will not reenter their current occupational area but will need retraining for emerging occupations. Some leaders suggest that as many as 30 to 50 percent of the production jobs existing in 1979 will not exist again, even when the economy fully swings upward. In a recent interview, Lee Iacocca of Chrysler Corporation indicated that about one-half of the auto workers presently on layoff will never be called back because their jobs have been eliminated. In its December 13, 1982 issue, Business Week reported that 25 percent of employers surveyed had already established a policy of not rehiring laid-off workers, and another 13 percent indicated their intention to implement such a policy ("Little Corporate Zest for Leading a Recovery" 1982). This means that literally millions of presently unemployed persons will need to seek employment in new occupational areas. The need for retraining programs is immense, and these retraining programs need to develop effective career development services for the disadvantaged and unemployed.

In 1950, 65 percent of the work force was working in industrial occupations. That percentage has dropped to at least 27 percent and is continuing to drop. In 1950 about 17 percent of the work force was in information jobs, and today that figure is 60 percent. Some project that by the year 2000, 80 percent of the nation's work force will be in information jobs--those involved with creating, processing, and distributing information (The Restructuring of America in the Decade Ahead n.d.).

The shift to an information society is also creating a change in the nature of occupations, as technology is used to perform tasks previously performed by humans. Although it is not entirely clear what these changes will be, some trends are emerging. There will probably be greater polarization between high-skill and low-skill jobs. In some cases, technology is lowering skill levels as information technology performs management and production functions previously performed by people. In other instances, technology and the need to develop new technology are creating a demand for highly skilled workers. Even in these cases, job change will be more frequent, thus creating a demand for adult education.

Another trend is the employment of college graduates in occupational areas that do not require a college degree. Hecker (1982) reports that 28 percent of the 1977 college graduates were working in jobs that do not generally require a college degree for entry. This trend--of more people seeking college degrees and subsequently accepting work positions that do not require the degree--is predicted to continue. This, too, will negatively affect the employment opportunities of disadvantaged adults.

A final trend that influences labor market opportunities is the increase in the number of working women and the increased number of adults as the baby boom has entered the labor market. During the last decade, women accounted for two of every three new entrants into the labor market, and this trend is expected to continue (Kutscher 1981). As Theobald (1979) suggests:

> The bulge in the snake (baby boom) phenomenon is only now beginning to get the attention it deserves. Few people understand how this will continue to disrupt the overall structure of the United States for the next fifty years. (p. 4)

These population trends will result in larger numbers of people seeking jobs and will create unemployment problems for the disadvantaged.

All of these future trends create an increased need for career development services for adults. Career changes will be more frequent due to layoffs, the redistribution of jobs in the labor market, and increased competition for jobs due to increases in the working population.

Career Development Programs

As research and theory have clarified the nature of career development, systematic programs have evolved to assist individuals in the career development process. These programs carry various labels, depending on the program setting. In grades K-12, they are most often called career guidance and career education programs. In postsecondary educational institutions, they are most often called student personnel and career-planning programs. In adult settings, such as business and industry and adult basic education, they are called career development programs.

Gysbers and Moore (1981) have captured the essence of these programs:

> Beginning in the 1960s but particularly in the 1970s the concept of guidance for development emerged. The call came to reorient guidance from what had become an ancillary, crisis-oriented service to a comprehensive, developmental program. (p. 4)

Mitchell and Gysbers (1978) further define career guidance programs as (1) having outcomes that are based on student needs, (2) being designed for all students, (3) providing coordinated guidance experiences throughout the school experience, (4) stressing healthy development rather than crisis intervention, (5) encouraging students to assume responsibility for their own career development, and (6) demanding that the guidance staff be accountable for the outcomes of the program.

Herr (1980) suggests that:

> Career guidance tends to emphasize a systematic program of processes, techniques or services designed to assist an individual to understand and act on self-knowledge, knowledge of opportunities in work, education, and leisure, and to develop the decision-making skills by which one can create and manage one's career development. (pp. 53-54)

Program development activities have helped to clarify the goals of career development programs. Campbell, Connell, Boyle, and Bhaerman (1983) reviewed program evaluation reports and identified outcome areas, including improved school involvement and performance, personal and interpersonal skills, preparation for careers, career-planning skills, and career awareness and exploration skills.

Although many program models have been developed, Gysbers and Moore (1981) have synthesized these models and found that three major career development

components emerge. The first component is the area of self-awareness, which focuses on the need for self-understanding and the development of interpersonal skills. Developing an understanding of the career decision-making process is the second common component that runs across various career development program models. The third area is "the need for the individual to gain an understanding of current and potential life roles, settings, and events" (ibid., p. 71).

It is important to note the emergence of the life roles concept. Career development programs are increasingly recognizing the interrelationship of all life roles, including such areas as occupational, family, leisure, and citizenship roles. This life roles concept has expanded the range of career development program outcomes.

Career development programs for adults have been a major focus in the past few years. A variety of institutions provide career development services for adults. Fraser (1980) provides a comprehensive list of the many institutions offering these adult career development programs. Although there are many programs available, barriers exist that restrict the participation of disadvantaged adults in these programs. These barriers include lack of flexible scheduling, lack of information about services, attitudinal barriers toward traditional institutions, limited time and financial resources, geographical restrictions, and eligibility requirements.

Miller (1982) describes a need to design adult career development programs that provide comprehensive career development assistance. According to Miller:

> Historically, programs for adults have been short-term programs focusing on specific needs. This has resulted in the development of services that are less client-focused and that do not address comprehensive career development needs. (p. 364)

Adult career development programs may well need to focus on both short-term and long-term career development goals. Adults may have the immediate need to learn skills required for employment. Programs should address this immediate need. It is also helpful to support the longer-term goal of promoting satisfying and successful lifelong career development. The process of assisting adults in meeting short-term career goals can also provide learning experiences that will help them develop lifelong career-planning skills.

Importance of Career Development Programs for Disadvantaged Persons

Disadvantaged and undereducated people will be those most affected by the changing world of work. Members of these groups will have a particular need for career development assistance. Adult basic education clients can increase their ability to cope with the changing culture and work force through participation in career development programs. There are several benefits of career development programs including the following:

- Career development programs are humanizing. Our country has a tradition of providing opportunities for individuals to be fully human and to move toward maximum use of their potential. Career development programs can support this goal.

- Career development programs are cost-effective. Although resources are required to conduct career development programs, the cost of not providing such programs is even higher. The costs of unemployment and underemployment are high, as indicated by Langerman, Byerly, and Root (1982). Experiences with adult basic education students indicate that they do not lack the desire to work or be productive. What is lacking is an appreciation for their potential, a clear career goal, and the knowledge of techniques needed to gain employment and to advance in current employment.

- Career development programs help persons accept responsibility for their future. As Toffler (1981) and others have indicated, the nature of work is changing. Some individuals will be performing more routine tasks and others will be called upon to use higher-level skills. All workers will need to understand the changing world of work and to assume responsibility for implementing their own career changes.

- Career development programs help persons choose meaningful work in a changing culture. A major goal of career development programs is to develop independent decision-making skills that will help individuals understand occupational opportunities and set their own career goals.

- Career development programs increase the chances of individuals to find and keep meaningful work. Because career development programs train persons to make and assume responsibility for their career decisions, individuals who participate in such programs develop career-planning skills that may be used throughout their lives.

In this period of rapid social and occupational change, career development services for disadvantaged adults in adult basic education programs are becoming increasingly important. Several factors create occupational problems for this group, including lack of needed skills, unemployment, underemployment, and frequent job changes. These problems can be partially reduced by providing career development programs that help adults develop an increased understanding of self, higher career aspirations, a greater awareness of career options, decision-making skills, and knowledge and skills related to obtaining employment.

CAREER DEVELOPMENT PROGRAMS FOR ADULT BASIC EDUCATION

Many adult basic education participants are from disadvantaged backgrounds and have a history of employment problems. These individuals view adult basic education as a short-term educational experience that will assist them in obtaining their goal of immediate improvement in their employment situation. In addition to increasing basic skills through the adult basic education experience, it is also important to help these adults develop life/career planning skills that will help them assume greater responsibility for directing their future.

This section offers a model of career development in adult basic education, descriptions of specific content or skill areas that are important to adult basic education participants, and two model adult basic education career development programs. This information is intended to provide basic information that can assist others in developing and improving career development programs for adult basic education settings.

A Model for Career Development in Adult Basic Education

As is suggested by recent efforts to develop systematic career development programs, it is important to specify a career development model that can provide the basis for program development and improvement. A comprehensive description of career development is given by Crystal and Bolles (1974) in their overview of life/work planning. According to them, career development is:

> A process through which you can determine exactly who you are, and what you have that is of value to yourself and others; to give you an accurate and honest picture of the world with which you have to cope in order to manage your life fully and without fear; and to help you identify what you want to accomplish with your life; and how to go about doing this successfully. (p. 171)

This statement provides the working definition of career development that will be used throughout this monograph.

One way to think about the meaning of career development is to focus on the difference between making a living and making a life (Tiedeman and O'Hara 1963). Making a living focuses on seeking employment to obtain the income needed for such basics as shelter, food, and clothing. Making a life focuses on developing and coordinating various life areas, including the occupational, leisure, social, interpersonal, physical, emotional, and religious/aesthetic aspects of the individual. Career development theory highlights the relationships among all of these areas and stresses the importance of helping individuals recognize these relationships.

Figure 2 pictures the relationship of various life roles and illustrates the importance of the "making a life" concept of career development. Sometimes one aspect of a person's life gets more attention than other areas, or the attention may shift from one area to another as life changes occur. For the unemployed, the work aspect of their life is missing. Discussions with displaced workers indicate that lack of the work role creates difficulties in other life role areas.

Career development programs for adult basic education programs need to help individuals set goals in all life areas and to appreciate the relationships among these life areas. Specific objectives for career development programs in adult basic education need to focus on helping learners do the following:

- o Understand, accept, and appreciate themselves, including their values, skills, strengths, abilities, interests, and vulnerabilities
- o Think about and establish life/career goals and objectives that are realistic and include both short- and long-term goals
- o Understand the world of work, including job requirements, the changing demand for occupations, and the effects of occupational characteristics on other life role areas
- o Identify life-style and career options and make realistic decisions based on intentional life/career planning
- o Develop plans to implement life/career goals
- o Acquire the skills needed to reach selected life/career goals
- o Implement life/career plans

Successful achievement of these career development goals requires systematic, comprehensive career development programs. These programs should offer experiences to help adult basic education learners develop the career-planning, job-seeking, employability, work adjustment, and specific occupational skills needed to implement their specific career choices.

Career Development Content for Adult Basic Education

This section describes general content areas that are important for a successful career development program for adult basic education. These areas parallel Crystal and Bolles' (1974) concept of life/work planning, with several added content areas, to help adult basic education participants better understand and respond to current cultural changes. The major content areas are discussed next.

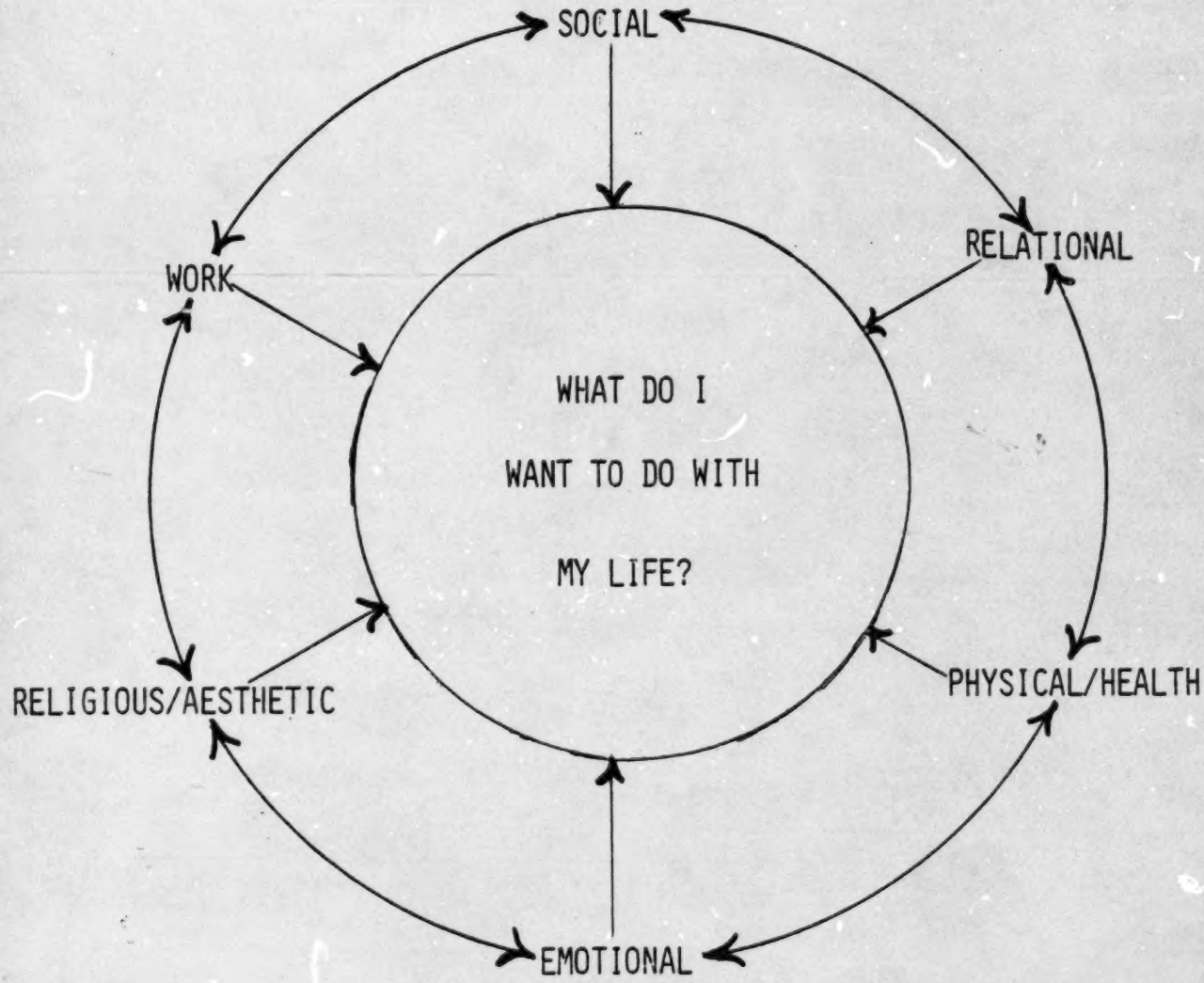

Figure 2. Life Goal Components

Cultural Change

Participants need to understand the cultural changes that are taking place, including shifts in occupational demand, changes in the nature of existing occupations, and demographic information that influences job availability. This information helps individuals who have employment problems better understand the reasons for those problems. Often the unemployed worker assumes blame for being laid off. It is important to help adult basic education students understand that, although some employment problems are due to individual skill deficiencies, many such problems are created by social and cultural changes. As these changes are more clearly understood and accepted, participants become more comfortable in making realistic career decisions and in assuming responsibility for planning their own careers.

Skill Identification

All individuals possess a variety of skills that qualify them for a range of occupations. Usually, they are not aware of these skills and have not had the opportunity to inventory and organize these skills systematically for use in career planning. Crystal and Bolles (1974) suggest that such skill identification is the foundation of effective career planning.

There are a number of systems available to help persons identify their skills. In general, the most effective systems are those that help the clients identify their specific skills and select those skills that they would enjoy using in an occupation (Deems and Hartwig 1982). It is best to use skill identification systems that involve the adult basic education student in the process of determining personal skills. Procedures in which the counselor provides this information without involving the client tend to foster continued dependence on an authority figure for career planning. Though systems that involve the client in identifying skills take more time, the benefits are worth the effort. These benefits include increased self-confidence and increased acceptance of responsibility for directing one's career.

Values

Values are those things that an individual considers most important and is most willing to devote time and resources to achieve. Helping adults identify and clarify their values enables them to think more clearly about various occupational options and helps them set specific career goals. Experience shows that persons begin to expand their self-concept as they think about their personal values.

There are numerous books that include values clarification exercises for use in small-group or classroom settings. Other activities, such as discussions of newspaper articles and books, can stimulate the exploration of values. When conducting values clarification activities, it is particularly important to emphasize the notion that there are no right values, but rather that each individual must determine those values that are most important to him or her. It is also preferable to focus values clarification on work

values, such as income, power, being with compatible people, prestige, and helping others. These values are most directly related to career planning.

Life Goals

Setting life goals assumes that the individual has a belief in his or her ability to control the future. Frequently, this topic is difficult for adult basic education students because they have seldom been encouraged to think about their own future. The career development program may provide a first opportunity for these adults to set life goals and to develop plans for achieving these goals. Although initially these adults may resist goal-setting activities, as they develop a belief in the freedom to set their own goals they become very motivated to work on setting life/career goals.

When encouraged to think about what they want to accomplish with their lives, these adults begin to accept the fact that they are often limited only by their own lack of imagination and courage. It is also at this point that participants begin to understand that it is possible to make things happen rather than being dependent upon others for decisions. Experience with helping disadvantaged adults indicates that it requires four to six weeks of class contact involving exploration of values and life goals before adults begin to accept the fact that they can set goals and design ways to meet those goals (Deems 1983).

Working/Living Conditions

An important aspect of career planning is specifying the working/living conditions that will be most satisfying to the individual. It is important to help participants understand that working conditions vary from job to job, and that their total life-style is largely influenced by the nature of the occupation that they enter. Some jobs are performed inside while others are performed outside; some jobs require one to work alone while others require one to work with others; some require heavy physical labor while others do not; and some provide the opportunity to make independent judgments while others do not.

In addition, job characteristics influence life-style, including the amount of income earned, the types of people with whom one associates, the amount of leisure time, and the number of hours available to spend with family. A careful analysis of preferred working/living conditions can help adults select career options from such alternatives as entering new occupations or redesigning current jobs to be more satisfying.

Temperaments, Interests, Abilities, and Vulnerabilities

Temperaments, interests, abilities, and vulnerabilities are characteristics of the individual that need to be clarified as a basis for career planning. Temperaments are those personal qualities that help make a person unique, such as being shy, outgoing, self-directed, energetic, loyal, and

dependable. Interests are those activities that an individual enjoys doing and would find interesting in an occupation. Aptitudes are those things that an individual tends to do well either because of innate capacity or because of past experiences and learning. Vulnerabilities are those characteristics that may create employment problems such as habitual lateness, talking while others are talking, or not making eye contact when talking with someone else.

There are several ways to help adult basic education students identify these self characteristics. One method is through testing and assessment. Specific assessment procedures have been developed for use with the adult populations that have low reading skills, including the Nonreading Aptitude Test Battery (United States Employment Service 1981), and such interest inventories as the Self-Directed Search - Form E (Holland 1977) or the Hall Occupational Orientation Inventory: Adult Basic Version (Hall and Tarrier 1976). Another strategy for helping adults identify personal characteristics is through checklists and group discussions. Whichever method is used, it is important to involve the participants, to confirm the accuracy of the information with participants, and to help them relate information about self to career planning.

Exploration of information about self results in the identification of areas of strength and of vulnerability. Often there is a tendency for adult basic education students to focus on vulnerabilities rather than strengths. It is important to balance the focus on strengths and vulnerabilities by asking students to identify both. Discussion of strengths should focus on how these personal characteristics can support positive career goals. Discussions of vulnerabilities should focus on how these may be overcome. To accomplish this, it is helpful to have the entire group share strategies they have used to overcome vulnerabilities. It is also helpful to select a specific area for improvement and develop a specific plan for modifying the undesirable behavior.

Other Considerations

In addition to the factors previously mentioned, there are other considerations related to career planning. Some major areas include health, family, and finances.

Health. Individuals need to inventory those health conditions that may affect their occupational performance. These may include hearing, sight, physical, or other conditions. These limitations should be considered when developing occupational plans. It is important to stress the notion that these conditions need not necessarily limit career options, but rather that specific strategies need to be developed to reduce the impact of these limitations on work performance. Due to recent legislation regulating employment of the handicapped, employers are required to implement procedures to reduce occupational barriers. The individual needs to understand his or her rights, to identify areas where limitations may affect job performance, and to work cooperatively with the employer to reduce existing barriers through work-site modification.

Family. Individual career choices affect all family members. A single parent may feel that it is important to be at home in the evening with children and would thus not accept a job that requires evening work. Often career advancement or reemployment depends on relocating to a new area. This can create family stress, or it may be that the spouse or other family members are unwilling to make the move. An important part of career planning is specifying family needs so that these are considered when making career decisions rather than allowing them to create stress after employment.

Finances. Adult basic education students may have a history of unemployment or employment in low-paying jobs. This can create financial stress and make income a major career-planning variable. Often financial problems can create employment problems because there are limited resources to cover such expenses as clothing, child care, and transportation. Disadvantaged adults need to learn about financial planning in concert with career planning, including the development of a budget, plans for saving, and, if needed, referral to agencies that can provide immediate financial relief.

These considerations--health, family, and finances--are important in career planning. They may represent barriers to employment that must be addressed if career plans are to be implemented. The career development program should help adults identify these barriers, develop steps to overcome them, and identify and use community and governmental agencies that can provide assistance.

Ideal Job Descriptions

The content areas described in this section all focus on increasing self-understanding, improving self-concept, and developing a sense of being in control of one's life. When adult basic education students have had the opportunity for self-exploration and for identifying specific factors that they find most important in an occupation, they are ready to develop an ideal job description (IJD). An IJD helps persons develop a complete description of their ideal job, based on information they have learned about themselves during the self-awareness activities.

To develop an IJD, adult basic education students review information they have learned about themselves and use this information to develop an ideal job description that describes the following: (1) skills to be used (i.e., strongest skills, most enjoyed skills), (2) tasks to be performed using these skills, (3) level of responsibilities one is willing to accept, (4) preferred working conditions, (5) desired income, and (6) purposes or goals to be achieved through work. Participants may be encouraged to develop several IJDs, using various tasks and skills they have identified. It is important to allow time for participants to complete a thorough, specific IJD, since this IJD will provide the basis for further occupational exploration and career planning. Figure 3 illustrates two examples of IJDs.

EXAMPLE 1

Skills: Ability to meet people and deal pleasantly with the general public; ability to work under occasional pressure; ability to work quickly and accurately on number machines, such as cash registers.

Tasks: Greet people in checkout line; answer questions about price and products; accurately account for all purchases; receive money and make accurate change as needed.

Responsibilities: Accurate accounting at close of shift for all monies received and given in change; able to help new co-workers; able to take charge of all cashiers in absence of manager.

Working Conditions: General merchandise store with flexible hours and woman manager.

Salary: $5-7 per hour plus fringe benefits.

Purposes/Goals: Help persons make good purchases; help with family income.

(Job Area: Cashier)

EXAMPLE 2

Skills: Ability to remember people's faces, names, and purchasing habits; able to drive on both freeway and residential streets; careful record keeping.

Tasks: Greet customers and help them feel glad they chose this particular company; setting of route and schedule with as little wasted time as possible; remembering details about customers.

Responsibilities: On-time delivery of product; accurate accounting of monies received.

Working Conditions: Tasks set out at beginning of day; work independently in carrying out tasks.

Salary: At least $250/week plus benefits.

Purposes/Goals: Help company grow by on-time delivery of products.

(Job Area: Delivery person, preferably for a dry-cleaning company)

Figure 3. Examples of Ideal Job Descriptions (IJDs)

Testing Options

The ideal job descriptions may be used as the criteria for selecting preferred occupational areas for training and specific jobs for employment. Before people invest time in training or accept particular work positions, it is important to explore occupations and jobs to see if these meet the desired specifications of the individuals' ideal job descriptions. Crystal and Bolles (1974) refer to this process as field surveying.

Adult basic education participants need to test their career options for several reasons. First, it helps them evaluate the extent to which a specific occupation meets their ideal specifications. By exploring occupations and by talking to people in those occupations, they may determine whether they would enjoy and be successful in that occupation. Also, as participants talk with others in the occupation, they get a clearer understanding of its nature, including tasks required and working conditions. After talking with several people in the desired occupation, the participant is better prepared to describe clearly how his or her experiences, abilities, and interests qualify him or her for the occupation. Field surveying has a double payoff because it helps participants evaluate the occupation before investing time in training or securing an entry position, and because it helps participants become knowledgeable about the occupation and thus prepares them for future job interviews.

Career exploration or testing options may take place at several different levels. Written materials and computer-based career information systems can provide general occupational information. Computer-based career information systems have the advantage of containing local employment information, such as demand for workers and salary ranges. However, both of these approaches rely on reading and may not be appropriate for ABE students. Another approach is to develop a career resource/assessment center that contains a variety of resources, including simulated work situations that allow participants to try out work tasks, read written career information materials, use computer-based career information systems, and view media-based materials, such as movies on particular occupational areas or tape-recorded interviews with workers. The hands-on and media experiences are probably more appropriate for ABE learners.

A final approach is to provide real-life experiences with workers in various occupational fields. These may include speakers who come to make presentations to the class, field trips to observe at the work site, and shadowing experiences in which an ABE student stays with a worker on a job for an extended period of time, such as a day or a week. Experience shows that ABE students respond well to the shadowing, when they can interact with and observe a worker for an extended period of time. It is important to note that this approach should be balanced with other career information resources to avoid the bias of one person's viewpoint and to fill in information that the individual worker may not know.

Grooming and Appearance

Adult basic education students need to understand that the basic decision to hire someone is usually made within the first few minutes of an interview. What a person wears and how a person looks, including posture and eye contact, are very important when interviewing for a job. Since the goal of a career development program is to help persons select career goals and get and keep a job, grooming and appearance are an important training area for some adult basic education students. This training should cover such areas as taking a bath or shower, using deodorant, brushing teeth, washing hair, choosing appropriate clothing for the work place, finding sources of inexpensive clothing, and such interpersonal behaviors as verbal and nonverbal communication. This may be an area in which consultants may be used, such as health educators or representatives from department stores. For interpersonal skills, it is helpful to use videotape equipment to enable participants to practice and view their own skills in maintaining eye contact and answering interview questions.

Identifying Job Openings

There are many sources that may be used to identify job openings, including "help wanted" ads, public employment services, union offices, direct contact with potential employers, and personal contacts and networks. The best strategy is to employ all of these possible sources rather than relying on a single source. It has been recommended that no more than 20 to 30 percent of a person's time be devoted to the want ads and public employment services as sources of job information (Deems and Hartwig 1982). Many employers hesitate to use newspaper want ads and prefer to post openings with the public employment service and/or within the company. This allows others to do initial screening prior to referral to the company.

A productive job-hunting strategy for ABE clients is to (1) maintain regular contact with their local public employment office, (2) read want ads and apply for those jobs that meet their ideal job description, and (3) devote at least one-half of their job-hunting time applying directly to employers and asking friends and acquaintances for information about job openings. Throughout the job-hunting process, participants should use their ideal job descriptions as a basis for discussion and action. This will make it easier for others to assist them and will target direct efforts toward those job openings for which they are best qualified and have the greatest interest.

As participants pursue the job-hunting process, the adult basic education career development program should provide assistance and support. Career development facilitators may meet with participants to monitor the job-hunting process and offer suggestions. A job club may be formed of those participants who are actively seeking work. Club members can share leads with each other and provide emotional support and motivation. The career development facilitator may also provide linkage to businesses, industries, and the public employment services by inviting speakers to come to the school, or by making frequent visits to those organizations to describe the types of students who are currently seeking work and seeking information about current job openings.

Job Interviewing

Job-interviewing skills can be learned and are important for adult basic education students who may have limited experience in job interviewing or have had previously unsuccessful experiences. A first, important goal is to help students understand the types of information that they will need to know before entering the interview. These include the following: (1) the company/agency/organization's name and product(s); (2) the job and its duties, and how a person's skills will enable him or her to do those duties; (3) why the person wants to do the particular job; (4) how to describe personal strengths and skills; and (5) how to use appropriate verbal and nonverbal communication during a job interview.

Beyond basic knowledge, it is also important for participants to have the opportunity to practice job-interviewing behaviors. For this purpose, it is helpful to use videotape equipment. An effective technique is to have a personnel manager conduct mock job interviews that are recorded on videotape. The tape then can be critiqued and the participant can repeat the interview, attempting to strengthen behaviors that were weak in the original interview.

Resume Development

Job resumes are helpful in presenting basic information about job candidates and may result in an individual being invited for an interview. They are only one element of the job-seeking process but they are important. They also serve the function of providing comprehensive information that the participants can carry when applying for jobs. This can ensure the availability of information needed to complete job application forms.

Books by Crystal and Bolles (1974), Lathrop (1977), and Jackson (1978) have good basic information on resume development that may be adapted for adult basic education participants. Guidelines for resume development include (1) being comprehensive in presenting information, (2) focusing on accomplishments in specific terms (e.g., "In four years of work with ABC company, I only missed one day because of illness"), (3) using action words to describe tasks performed in previously held jobs, and (4) including community/volunteer activities to help document skills.

Application Forms

Since application forms tend to scare some people, devoting some time to learning how to complete application forms may help ABE participants. A helpful approach is to visit employers and ask for copies of their application forms. The personnel directors often will share information about how the application form is evaluated. It may be helpful to have participants complete more than one type of form so they can see that different types of forms are used. It is also helpful to have participants complete an information card that contains all of the basic information commonly requested on application forms. They can carry this card with them and have the comprehensive information at hand as they complete application forms.

Job-keeping Skills

The content areas previously described in this section relate to the areas of self-exploration, career exploration, setting career goals, and employment seeking. Although there may be limited time in adult basic education programs to deal with other career development areas, two more should be addressed. These areas are job maintenance/advancement and job change. Campbell, Wynn, and Ransom (1977) identify problems related to work and have developed a training package, Coping in the World of Work, to help participants cope with these problems. These problems include career planning and training problems, and the job-getting problems that have already been addressed. In addition, these problems include on-the-job adjustment problems (i.e., prejudice, communication, changing technology, new roles, work habits, and alienation) and off-the-job problems (i.e., family, attitudes and values, self-image, and consumer behaviors).

As adults enter new jobs, they need to be able to cope with both on-the-job and off-the-job adjustment problems. Many of the concepts previously discussed are helpful in coping with these adjustment problems. The career development staff need to help ABE participants apply these concepts to specific job situations. Role-playing problem situations may be helpful in practicing coping behaviors. Finally, it is useful to inform participants of sources of help, such as supervisors, personnel staff, and community-based adult counseling services. Participants need to understand that work adjustment problems will arise and that the goal is not so much to avoid them as to learn to recognize and cope with them effectively.

A final concept to be communicated in career development programs is career change. Career change may at times be negative (involuntary lay-offs, firing) but it can also be positive (e.g., promotions and retraining for a more satisfying occupation). The skills that participants have developed to obtain their initial job placement after adult basic education training may be used repeatedly in the future to promote career advancement. The career development program should help participants understand how these skills may be transferred to new career decisions that will emerge throughout their lives.

Comprehensive Adult Career Development Program Models

This section presents two examples of comprehensive career development programs for adults that may be adopted for use in adult basic education programs. Each program is described according to the following format: (1) sponsoring institution or agency, (2) contact person/address/phone, (3) administrative structure, (4) program content description, (5) results, (6) suggestions from program developers, and (7) materials used.

There are many other effective career development programs that can be adapted for use in adult basic education programs. Several of these programs are described in the appendix, and others may be located through ERIC.*

Career Development in an ABE/GED/ESL Program

This program illustrates how one community college provides career development services to its constituents in several northern Iowa counties. The region served is predominately rural, with one small city (population of thirty-five thousand), several smaller towns (less than two thousand population), and a number of villages (several hundred persons). Most materials used for this career development program were locally produced by adult basic education (ABE)/general educational development (GED)/English as a second language (ESL) instructors.

Sponsoring institution agency. The program is sponsored and administered with state, local, and state-administered federal funds by the North Iowa Area Community College (NIACC). NIACC has one central campus with two outreach centers for the ABE/GED/ESL program.

Contact person. Linda Schmidt, Community Services Coordinator, NIACC, 500 College Drive, Mason City, Iowa 50401, phone: (512) 421-4224.

Administrative structure. NIACC's Community Services Division has six coordinators for the various adult education programming areas. Linda Schmidt is coordinator for the ABE/GED/ESL program conducted through NIACC. She is responsible for staff recruitment, staff development, programming, and other functions necessary to conduct the program. The program is offered at the central campus and eighty-five other program sites in the NIACC service area. Sixty-eight instructors staff the program. The total number of ABE/GED/ESL students enrolled in fiscal year 1983 exceeds twenty-five hundred.

Program description. NIACC offers a variety of career development services as an integral component of its ABE/GED/ESL programming. Most are conducted at no cost to participants; however, some are offered at nominal cost to recover special expenses. NIACC also provides an independent study lab (ISL) for ABE/GED participants. In addition to independent study materials for ABE/GED, career development services--such as career (life) planning, testing, vocational counseling, and training in job-seeking skills--are provided at the lab.

Not all services are provided at all program sites, and the primary career development services are conducted at the central campus. If a local program site shows sufficient interest, special career development classes are conducted in the local setting.

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*Inquiries about other career development programs can be made to the User Services Coordinator, ERIC Clearinghouse on Adult, Career, and Vocational Education, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

About 7 percent of the participants are members of a racial or ethnic minority group, a rate that is approximately double that of the area's minority population. Participants by age groups for fiscal year 1983 include 831 in the sixteen to twenty-four age group, 807 in the twenty-five to forty-four age group, 189 in the forty-five to sixty-four age group, and 619 in the sixty-five plus age group.

The career development services provided include the following:

- o Interest and aptitude testing and individual counseling.

- o Twelve hours of job-seeking skills classes focusing on the skills needed to find, get, and keep a job. This training includes understanding and appreciation of the world of work and focuses on techniques of an effective job search, including finding job openings, filling out application forms, preparing a resume, and being interviewed. Videotape practice interview sessions are held as a part of the training.

- o Independent and small-group study materials on life-coping skills are available at all program sites. This series includes a wide variety of topics, from understanding death to paying taxes. Topics of special interest to the occupational dimension of career development are dual careers, communications, grooming, self-concept, following directions, keeping a job, and job-seeking skills.

- o A seminar entitled "Moving Up" is offered to retail merchants and clerks, particularly for those retail stores that employ one or more ABE/GED participants. Two facilitators work with: (1) clerks, to help them identify, understand, and practice ways to be more effective employees; and (2) managers/owners, to help them identify, understand, and implement ways to help employees be more effective.

- o Life survival skills are offered to special agency clientele (i.e., Substance Abuse Center). The number of contact hours varies from ten to twenty, depending on agency and client needs. The courses and workshops include the following:

  1. "Unemployment and Me"--Helps unemployed persons understand the stresses of unemployment, job-seeking skills, and selling oneself, and provides support sessions to deal with the pressures of being unemployed.

  2. "Changing Careers"--Skill assessment, career exploration, and job-seeking skills.

  3. "Careers and Schools beyond GED"--Exploration of careers, jobs, and schooling options after completing GED, and assessment of interests.

  4. "Careers/Self Worth"--Exploration of values, self-concept, relationships, interests, skills, and abilities.

Results. Because of staff limitations and an open-entrance/open-exit enrollment format, data about persons taking part in career development activities are primarily observational. Instructors report high retention, with over three-fourths of enrollees completing the class or independent study. Expectations of ABE participants when enrolling are not always realistic, and instructors report that some participants believe that a job is guaranteed when the class is completed. Unfortunately, the economic conditions of the area have been such (since 1980) that few job openings do exist. Some participants have become part of the "discouraged" group of unemployed and seem to have given up hope of finding work until a new factory opens.

Some ABE instructors provide follow-up contact with participants, but because of funding limitations such follow-up is done on the instructors' own time. Plans are being completed to include regular follow-up as part of a revised course to be offered to ABE clients and the general public. Specific programs relating to job seeking include a field trip to the local job service office. Staff maintain a close linkage with job service personnel. Instructors report that ABE clients are more willing to visit the job service office after participating in the course.

Most clients are women and many are single parents. These persons feel it is unwise to relocate to another community, which tends to increase their frustration at not finding employment.

Suggestions. The coordinator and instructors offer the following suggestions for those developing programs:

- o A thorough needs assessment is important in identifying the learning needs of the specific community or neighborhood to be served. Do not assume that the characteristics of one community are the same in another. After identifying participant learning needs, it is possible to select the most effective career development program goals and practices.

- o Locally produced materials have two advantages: (1) instructors become very familiar with course content, and (2) instructors can adapt existing materials for the specific needs of the clientele. Both administrators and instructors will find it is worth the extra time and effort for instructors or teams of instructors to develop their own materials. Instructors should be paid for the extra work of producing materials.

- o Inservice training for the ABE/GED/ESL instructors is essential, and a good share of the coordinator's time should be devoted to staff development. Several inservice sessions for all instructors should be held each year; in addition, inservice programs on specific topics, even though of interest to only a few instructors, should be provided.

- o It is important to provide staffing for planned follow-up with participants. Some instructors have conducted follow-up on their own time and report that their contacts have been well received. In several instances, they believe their contact has supported participants in a successful job search.

- Close, cooperative ties with the local job service office may be extremely helpful. A field trip to the office with a chance to meet job service staff and to ask questions may be beneficial for both job service personnel and ABE clients. In some instances, contacts by job service staff may substitute for regular follow-up by ABE instructors.

- Having a job developer on the staff not only helps locate new job openings, but provides a community contact with employers.

Materials. Most of the materials used in NIACC career development courses were produced locally by the coordinator, individual instructors, and teams of instructors. In a very few instances, commercial materials published by Janus or Follett were used by individual instructors.

Displaced Workers' Retraining Program

This program for displaced workers is administered in a university setting with federal employment and training money. However, its structure and content can be adapted for use in adult basic education settings.

Sponsoring institution/agency. The project is funded by the Mayor's Task Force on Unemployment and Retraining, Des Moines, Iowa and is conducted through the Center for Professional and Executive Development, College for Continuing Education, Drake University.

Contact person. Ann Schodde, Director, Center for Professional and Executive Development, Drake University, Des Moines, Iowa 50311, phone: (515) 271-2529.

Administrative structure. The Mayor's Task Force receives federal, state, and private monies through the state's Office of Programming and Planning via the Des Moines Private Industry Council (PIC). The Mayor's Task Force subcontracts with providers for specific retraining programs. Drake University's College for Continuing Education, through its Center for Professional and Executive Development, provides a ten-week course ("Basics of Supervision") for qualified displaced workers.

Program description. The course is designed to retrain displaced workers for entry-level supervisory positions. To qualify, participants must have either a high school diploma or must have passed the general educational development (GED) exam. To date, about one-half of the participants have a GED background. The content of the supervision training includes (1) the concept of supervision; (2) managing time, resources, and people; (3) written and spoken communication skills; (4) affirmative action guidelines; (5) basic concepts of fiscal management; (6) introduction to computers; (7) assertion training; and (8) self-management. The course totals three hundred contact hours and is held for six hours each day, five days per week, for ten weeks.

An integral part of the total course is the career development and job-seeking skills component, which totals sixty contact hours. One day each week

is devoted to career development, and participants are expected to give some additional study time to the topic.

The content includes the following:

- Week 1--How Did I Get Here? What Is Happening?

  Topics include information and discussion about (1) cultural changes taking place, with emphasis on persons being "caught" in a time of change, and (2) the hiring game.

- Week 2--Who Am I? What Can I Do?

  Topics include (1) an introduction to the concept of skills, (2) beginning skill indentification, (3) identifying most productive working and living conditions, and (4) introduction to preparing a piece of paper (resume).

- Week 3--What Do I Want to Do with My Life?

  Topics include (1) values clarification, and (2) thinking about and beginning to establish life goals and priorities.

- Week 4--What Do I Do Best? How Can I Test My Options?

  Topics include (1) selecting and identifying "best skills," (2) the concept of field surveying, and (3) completion of at least one practice field survey.

- Week 5--How Do I Put It All Together?

  Topics include (1) strengths of temperament, (2) external considerations, (3) life goals, (4) preparation of ideal job descriptions, and (5) beginning to develop a plan of action.

- Week 6--How Do I Get From Here to There?

  Topics include (1) interviewing techniques, (2) using contacts and networks, (3) finding job openings, and (4) resume workshop.

- Week 7--What's My Best Strategy?

  Topics include (1) job-getting skills, (2) creating a job, and (3) importance of grooming and appearance.

- Week 8--What Else Can I Do?

  Topics include (1) job-getting skills, (2) redesigning jobs, and (3) individual consultations.

- Week 9--What's My Plan of Action?

  Topic is setting personal plans of action for first weeks after course completion.

- Week 10--How Am I Doing?

  Reports are made by participants on personal plans of action and feedback from facilitator and group is given.

The exact content may vary somewhat, depending on specific needs of the participants.

Results. To date, four groups have participated in the ten-week retraining program, with a 98.67 percent completion rate. Placement was defined as either (1) employment in a full-time job or (2) enrollment in a full-time educational program. To date the placement rates have been as follows:

- Group A--Completed twelve months ago; placement rate of 95 percent
- Group B--Completed six months ago; placement rate of 92 percent
- Group C--Completed three months ago; placement rate of 87 percent
- Group D--Just completed; placement rate of 40 percent

Groups C and D were given both the Holland's My Vocational Situation (MVS) and Tennessee Self-Concept Scale on the first and last day of the course. Preliminary statistical analysis tends to indicate significant positive change in participant scores for both instruments. Plans are being finalized for a more extensive research project on the effects of participating in the program.

Suggestions. Facilitators for the career development segment of this program offer the following suggestions:

- Though the one-day-a-week schedule generates some frustration (some participants, for example, may be ready to go out on hiring interviews before the material on interviewing), the format tends to have an important cumulative effect and is very workable.
- Helping participants understand that they are individuals caught in a great cultural change helps relieve perceptions that their layoffs have been self-caused.
- Participants need time to think through the whole concept of life goals and then have time to begin setting personal goals. For many participants, the idea that a person can intentionally plan and implement his or her future is a new concept.
- It takes four to six weeks of class work for many participants to become motivated, begin to think about all of their options, and to become

serious about setting life goals. This is confirmed by interviews with participants who indicate that only after they had been involved in the class for a number of weeks did they begin to develop a new occupational self-image.

- o Facilitators need to be alert for indications of family stress caused by personal changes of participants. The retraining program now includes a spouse group that enables counselors to address spouses' counseling needs.

- o Follow-up sessions are essential to help participants maintain energy and continue their job search. After trying several different approaches, Monday morning meetings were found to be the most productive. During the follow-up sessions, participants report on previous activities and share their plans of action for the coming week. The group offers suggestions and shares information of special interest. Without some kind of regular follow-up, participants tend to lose enthusiasm for their job search.

Materials. Materials used during the career development segment include the Quick Job Hunting Map (Advanced) by R. Bolles, Ten Speed Press, 1976; Your Piece of Paper (Resume), by R. Deems, Des Moines Mayor's Task Force on Unemployment and Retraining, 1982; and handouts developed by facilitators.

GUIDELINES FOR DESIGNING CAREER DEVELOPMENT PROGRAMS FOR ADULT BASIC EDUCATION SETTINGS

This chapter contains guidelines for designing, implementing, and improving career development programs in adult basic education settings. Program development relies on the support of administration and on the involvement of facilitators (counselors, teachers, and others) who have direct responsibility for the program. For this reason, this chapter contains two sets of guidelines, one for administrators and one for program facilitators.

Two other publications developed by the ERIC Clearinghouse on Adult, Career, and Vocational Education contain additional information that may be helpful in designing career development programs for adult basic education. Career Development in the Workplace: A Guide for Program Developers (Imel, Knowdell, and Lancaster 1982) contains valuable suggestions for the entire planning process including helpful worksheets. Reemployment Assistance for Laid-Off Workers, (Wegmann forthcoming) presents a summary of recent research on unemployment and changes in the work force, and makes pragmatic suggestions for the content of career development programs to assist displaced workers. Other resources are listed in the appendix and the bibliography.

Guidelines for Administrators

The following guidelines suggest major considerations for administrators and others with major responsibility for designing career development programs in adult basic education settings. These guidelines suggest specific areas to be considered to ensure the development of comprehensive, quality programs.

Consistent Objectives

Objectives must be consistent with needs; that is, the objectives of the programs should be based on the needs of participants. Before selecting objectives, it is important to conduct a needs assessment by seeking information from participants, teachers, employers, and other community members. This needs assessment can provide information about the career development needs of participants. Even when programs are adapted from other settings, needs assessment can provide the basis for modifying program activities to make them more appropriate for the students who participate in the program.

Qualified Staff

Programs should be provided with sufficient funding to hire trained and experienced personnel to staff the program adequately. Staff need to be

trained in career development activities and skilled in adult counseling, assessment, and career information resources. In addition they should have experienced an intensive personal career development program similar to the one they will be conducting with adult basic education students.

Staff should be selected because they have a belief in the potential of ABE students and have demonstrated the ability to motivate these students in other learning activities. A designated program administrator should be responsible for coordinating program development, providing inservice education for staff, planning and conducting program evaluation, and coordinating program activities with employers and community agencies.

Clerical support is needed to help produce learning materials and to type resumes or letters of application for ABE participants. Coordination with the district media services administrator and student services administrator is also helpful in identifying resource materials, career information systems, and assessment and testing services that are available through the organization.

Adequate Facilities

The facilities used for the career development program should be easily accessible and should provide enough space to accommodate several different activities at the same time, including individual counseling, small-group meetings, and independent study activities. One recommended approach is to establish a career development center that provides a suite of rooms with a large space for housing career information materials, and small rooms for individual and group sessions.

Appropriate Materials

Program funds must provide for adequate materials. Each learner should have his or her own copy of the basic materials used in the career development program, since the information recorded in these materials will be used by the learner in future career-planning activities. In addition to basic materials, supplemental materials should be available, including career information resources (both print and nonprint), inventories and assessment instruments, information on educational opportunities within the local community, samples of job application forms, and other support materials.

Audiovisual Equipment

Audiovisual equipment should be available to the career development program either on a permanent or loan basis. Videotape equipment is important for use in practicing communication skills and job-interviewing skills. Other media, such as film projectors and audiotape players, are needed for viewing and listening to nonprint occupational information. A computer terminal or microcomputer may be used for career exploration via computer-based career information systems.

Community Consultant Support

Community consultants should provide program support. Several types of consultants are needed to support the career development program. Workers from specific occupational areas may visit the program and host participants during on-the-job shadowing experiences. Employers may provide information on job openings and may help critique mock job interviews. Admissions counselors from other educational institutions may describe program options and help enroll students in post-GED educational programs. It may also be helpful to develop a consultant resource file of individuals who can support various aspects of the program.

Adequate Time

Adequate time must be provided for the career development program. One-shot approaches that last one day or even one week do not help participants become motivated and learn the career-planning skills that are needed for success in both short- and long-term career goals. How much time is needed? Most people need weeks to begin thinking in new terms about themselves. This means that the most effective schedule allows ongoing contact with participants over an extended period of time. Possible models include (1) meeting several hours a week over a semester; (2) having an intensive full-time, week-long experience followed by ongoing weekly meetings; or (3) meeting one full day a week for eight to ten weeks.

Program Integration

A program should be integrated into the total education setting. If the career development program is administered through a community college, public school system, or other similar organization, it should be integrated with the organization's mission, and adult basic education students should have access to other resources of the organization. In addition, career development programs may be infused into the adult basic education curriculum (e.g., reading classes may include materials on interviewing, developing resumes may be related to writing skills, and math groups may work on financial planning).

Evaluation System

An evaluation system should be designed for the career development program that reflects the needs of the participants and the program objectives. Completion of the program may be one evaluation criterion; attainment of specific objectives may be another. It may be useful to include pre- and post-testing to determine if change has indeed occurred as a result of the program. Placement rate, if placement is a program objective, is another evaluative criterion. Whatever evaluation system is selected, it should be consistent with the program objectives and established prior to program implementation.

Family Support Groups

Since persons taking part in career development programs often experience personal change (Langerman, Byerly, and Root 1982), it is important to include the opportunity for family support groups. This is particularly important when working with displaced workers. Some programs provide evening family sessions, where family members meet to discuss the changes occurring within each member and their reactions to these changes. Other programs have counselors available at times convenient for the participants (which may not be the usual working hours for social agency personnel).

Follow-up Provisions

The most effective programs for job seekers include regular follow-up sessions, held at least once a week (Wegmann forthcoming). During the follow-up attention should be given to (1) reviewing participants' job-seeking activities, (2) suggesting how these activities can be more effective, (3) sharing job leads and information of interest to the group, (4) encouraging each individual's job-seeking activities, and (5) providing special tips on how to be a more effective job getter. Reports from newly employed participants may also be helpful. When planning staffing, time should be allocated for this follow-up activity.

Guidelines for Facilitators

The following guidelines describe the qualities and skills that career development facilitators need to work with adult basic education participants. These qualities, when linked to adequate program resources, help to ensure program success.

Belief in ABE Participants

The facilitator should believe in the participants' capacity to take responsibility for their own career development. The facilitator should believe that ABE participants can successfully use career development systems to gain a greater awareness of self, explore career options, set career goals, and implement goals through finding employment. The facilitator, because of this belief, helps provide information, encouragement, and a system that helps participants manage their own careers.

Want to Help People Learn

The facilitator must enjoy helping people learn and become self-directed learners. Through previous instructional experiences, the facilitator should have developed a commitment to helping adult basic education students learn.

Know How to Help People Learn

An effective career development facilitator should know how to identify and use instructional strategies that help ABE participants learn. Career development programs require facilitators to have strong interpersonal skills, to be effective in working in small groups or with individuals, and to have the capacity to allow the participant freedom to express his or her own ideas. In addition, the facilitator must be able to use a variety of human and non-human resources to supplement the learning situation. The facilitator must thoroughly understand career development and have completed career development activities for his or her own career planning before attempting to help ABE students learn the process.

Aware of Occupational Changes

The effective ABE facilitator should be aware of the changes taking place in today's culture, understand the implications of these changes for disadvantaged adults, and be able to help participants understand and adapt to these changes. Considerable attention is being focused on the transformation of our society to an information society. Pertinent books and articles discussing these changes include Megatrends (Naisbitt 1982), and The Third Wave (Toffler 1981). U. S. Department of Labor publications, such as the Occupational Outlook Handbook and the Occupational Outlook Quarterly, provide data on the employment outlook for specific occupational areas. State-developed, computer-based career information systems provide current outlook information by state and by specific regions within the state. The facilitator should know how to use these resources to provide current, accurate information.

Organize Community Resources

In addition to skills required to facilitate career development activities, the facilitator should have skills in identifying, organizing, and using community resources to enrich the career development program. These contacts should include human service agencies, employers, and other educational institutions. The facilitator should be effective in communicating and collaborating with a variety of individuals who can assist individual participants and contribute to overall program goals.

Know How to Support Independence and Growth

A major goal of career development programs is to help participants develop a positive view of self, a belief in the future, and responsibility for directing their own career development. The facilitator should have the interpersonal skills to support these participant learning outcomes. These skills include basic counseling skills, such as listening, showing empathy, clarifying, and summarizing. It is also important for the facilitator to be able to interpret the needs of participants correctly for specific types of help, such as in information giving, emotional support, or confrontation and challenge.

APPENDIX

CAREER DEVELOPMENT PROGRAMS AND MATERIALS

This appendix includes a selected list of references relating to career development programs and materials for use in adult education. The appendix was prepared from an ERIC literature search, using terms from the Thesaurus of ERIC Descriptors. In general, programs and materials dated earlier than 1975 were not included in this appendix.

Atkinson, D. R. Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers. Final Report, Volume II--Curriculum Guide and Career Education Manual, Part II. Santa Barbara: University of California, May 1979. (ERIC Document Reproduction Service No. ED 185 294). (421 pp.)

This document contains the last nine monographs of a career education manual developed to assist the instructor in presenting a career-awareness course to adult, limited-speaking farmworkers. (A companion document contains the first seven monographs and a curriculum guide.) These career monographs are written at the fifth-grade reading level in both English and Spanish to facilitate comprehension for persons with limited reading ability. The nine monographs included in this document provide information on occupations in the areas of health, recreation, fine arts/humanities, communications, transportation, construction, business/office, environment, and marine science.

Atkinson, D. R. Design, Development and Evaluation of Career Education Materials for Adult Farmworkers with Limited English-Speaking Ability Who Return to Formal Education. Final Report, Volume II--Curriculum Guide and Career Education Manual, Part I. Santa Barbara: University of California, May 1979. (ERIC Document Reproduction Service No ED 185 293). (404 pp.)

This document contains the curriculum guide and the first seven monographs of the career education manual that was developed to assist the instructor in presenting a career-awareness course to adult, limited-English-speaking farmworkers. (The last nine monographs of the career education manual are found in ED 185 294). The curriculum guide is divided into three sections. The first section is composed of four introductory units designed to enhance student self-awareness; the second section is composed of fifteen career cluster units intended to acquaint the student with information about career areas. Unit objectives, content information, and motivational exercises are included with each unit. The third section includes instructor notes keyed to each unit. The career education manual contains career monographs written at the fifth-grade reading level in both English and Spanish to facilitate comprehension for persons with limited reading ability. The seven monographs included

in this document provide information on occupations in the areas of agriculture, manufacturing, marketing/distribution, consumer/homemaking, public service, and personal service. The guide and the career education manual have been used successfully with persons aged seventeen and upward during 1978-1979 at two cooperating sites in California.

Berner, A. J. Career Direction and Redirection for Adults: A Handbook for Establishing an Adult Vocational Guidance Center in the Community College. Alta Loma, CA: Chaffey College Mid-Life Career Redirection Center, September 1979. (ERIC Document Reproduction Service No. ED 181 227). (26 pp.)

Based on the experience of the Mid-Life Career Redirection Center at Chaffey College, this handbook was prepared for community colleges and agencies interested in providing vocational guidance services for adults, the role of community colleges in providing these services, and the types of programs that can meet the developmental and career needs of the adult. A review of literature on adult career and developmental tasks in section 1 makes clear the need for career services for adults. Two reasons for locating these services in the community college are discussed in section 2: (1) prior existence and adaptability of most of the needed services, and (2) role of an adult resource center in providing adults with access to resources available at the community college. Section 3 outlines the process of establishing a center, including funding, location, counselor selection, integration with existing student services, recruitment, community input, and program development. Programs developed at the Mid-Life Center to meet vocational guidance and psychological/developmental needs are discussed: structured courses in career guidance, identity issues, interpersonal relationships, and individual counseling.

Burton, J. C., and Wilson, P. A Career Decision-Making Handbook for Adult Basic Education Teachers. Huntsville, AL: Huntsville City Schools, June 1975. (ERIC Document Reproduction Service No. ED 115 742). (60 pp.)

The purpose of the special project, operated by the City Board of Education (Huntsville, Alabama), was to perfect a career decision-making model that could be used by adult basic education (ABE) teachers to help disadvantaged adults upgrade themselves educationally and to make realistic career decisions based on their personal value system. Career counselors trained the ABE teachers in the use of the career decision-making model, using preservice, inservice, and on-the-job training. The teacher and the counselor worked with adult learners in developing the thinking processes needed for career decision making. The document explains in detail the adult career decision-making processes and provides an example of a career decision-making chart. Also discussed are the four counseling techniques used: (1) behavioral techniques, (2) educational media, (3) group techniques, and (4) vocationally oriented curriculum. The remainder of the document consists of lists of materials: an annotated bibliography covering occupational information, job search, and study guides for job entry; local community resources; and an annotated list of tests useful in counseling adult learners.

Career Awareness and Job Placement for Early School Leavers and Adults. Final Report. Little Rock: Arkansas Department of Education, Division of Vocational, Technical and Adult Education; and Fort Smith, AR: Special School District, June 1980. (ERIC Document Reproduction Service No. ED 201 755). (102 pp.)

A project was designed to expand the career guidance, counseling, placement, and follow-up services for early school leavers and adults in Fort Smith, Arkansas. A project coordinator met with staff at various schools to develop ways to expand career service for early school leavers. Students with high rates of absenteeism or discipline problems were given special counseling sessions. Project activities included required career orientation, sessions at a career lab; weekly meeting by administrators, counselors, and students featuring information on careers in which students expressed special interest; dissemination of information about career lab resources; development of a slide presentation; and development of a job data bank. During the course of the 21-month project, the project coordinator worked with a total of 471 students and an additional number of adults at the city adult education center, made a total of 285 home visits, and found employment for 82 high school students. (The bulk of the report contains activity and dissemination materials developed through the project.)

Curtin, N. B., and Hecklinger, F. The Career Life Assessment Skills Series (C.L.A.S.S.): A Program to Meet Adult Development Needs. Final Report. Alexandria: Northern Virginia Community College, June 1981. (ERIC Document Reproduction Service No. ED 213 457). (67 pp.)

The Career Life Assessment Skills Series (CLASS) project was designed to increase the career, self-assessment, and counseling programs available to adults in the Northern Virginia area. Workshops, audiovisual materials, and booklets were developed by Northern Virginia Community College (NVCC) on the following eight topics considered necessary for the fulfillment of the vocational and educational needs of area adults: your unique self, job market investigation, job campaign strategies, job keeping and revitalization, the federal employment process, academic survival skills, midlife and career transitions, and preretirement planning. This project report begins by describing the goals and design of CLASS and the adult population at which the project was targeted. Next, a chronological time schedule covering August 1980 through June 1981 outlines the CLASS activities. The results and accomplishments of the project are then delineated in the areas of fall, winter, and spring 1980-1981 workshops; the development of booklets and audiovisual materials; acquisition of written materials; publicity; professional development opportunities; travel and outreach; and project evaluation. The final section presents conclusions, implications, and recommendations. Extensive appendices contain publicity fliers, resource lists for the eight workshop and booklet topics, a news release, a guide to resources at NVCC's Career Center, and a workshop evaluation form.

Grisafe, J. P. Occupational Assessment Handbook. Riverside, CA: Riverside County Superintendent of Schools, 1979. (ERIC Document Reproduction Service No. ED 187 879). (73 pp.)

This handbook contains suggested guidelines for planning and implementing an occupational assessment program and an overview of fifty-one occupational assessment instruments. The guidelines cover these topics: instrument selection and use, administration, scoring, and interpretation. Each of these reviews of occupational interest and ability assessment instruments contain the following information in a one-page format: reference number, title, copyright, vendor, type-use of instrument, target populations, instrument format, scoring, interpretive format, reading level, administrative time, and space for notes. For quick reference, a chart identifying the major factors of the reviews--type, target population, scoring, reading level, and administrative time--and a list of the vendors are included at the back of the document.

Heffner, F.; and others. A Competency-Based Course in Job-Seeking and Job Survival Skills. Reading, PA: Reading Area Community College, October 1980. (ERIC Document Reproduction Service No. ED 193 519). (248 pp.)

This course of instruction contains materials designed to provide the trainee in an adult manpower training program with job-seeking and job-survival skills. Contents include a listing of course objectives and competencies by instructional units, a pre- and post-course test, and lesson plans for the two-section course. The ten units of the job-seeking-skills section, which require approximately eight study hours, cover these topics: assertiveness, attitudes, goal setting, job preference and suitability, employment resources, preapplication skills, job application, job search, job interview, and postinterview critique. The six units of the job-survival-skills section, which require approximately thirty hours, concentrate on those skills necessary to keep a job: attitudes, goal setting, communications, general skills, job-survival tools, and job etiquette. The lesson plan for each unit presents the unit and performance objective, skills emphasized, materials and equipment, and list of activities. The learning activities are then provided. A course evaluation form for students also appears. Appendixes include a mastery log (competencies), employability profile form, student data sheet, and various other materials used during the course.

Hoffman, R. D.; and others. Occupational Knowledge. DECIDE. Indianapolis: Indiana Department of Public Instruction, Division of Adult and Community Education; and Wayne Township Metropolitan School District, 1979. (ERIC Document Reproduction Service No. ED 201 726). (103 pp.)

This module, Occupational Knowledge, is one of five from Project DECIDE, which was created to design, develop, write, and implement materials to provide adult basic education administrators, instructors, paraprofessionals, and other personnel with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, "Learning for Everyday Living." It contains 10 instructional packages called Student Activity/Task Packets (SATs). Subjects of SATs in this module are employment information testing and counseling, occupational categories, employment agencies, job applications and interviews, job behaviors and attitudes, financial and legal information, job satisfaction, services for the unemployed, and planning for retirement. Each packet contains a teacher guide, a pre-post test and answer key, a student guide, student response booklet, instructional activities, and answer key. Each

packet covers one or more related objectives. Other modules in the series include consumer economics, health, community resources, and government and law.

Job Hunters' Guidebook Workshop Program. Instructors Manual. Montpelier: Vermont Department of Education, n.d. (ERIC Document Reproduction Service No. ED 178 681). (70 pp.)

Designed with the adult education instructor/supervisor in mind, this manual's purpose is to bring adult education courses into a career focus by providing a group guidance program. Divided into seven sessions, the program outlined in the manual aims to help individuals, with instructor or guidance counselor leadership, to clarify for themselves their values concerning (1) lifestyle, (2) what is wanted from work, (3) a practical definition of success, (4) how to make decisions with favorable outcomes, (5) making an inventory of skills, where these were learned and used, (6) desired working environment, (7) work options available to them, and (8) evaluation of personal options based on previous information. By means of exercises and homework assignments, the program is designed to lead participants to active engagement in career search and planning, covering topics that include resumes and cover letters, how to find "hidden jobs," conducting a job search, and handling interviews. Appendixes provide alternative ideas, discussion of individual counseling, and reading lists for leaders and participants.

Laitman-Ashley, N. M., comp. Women and Work: Paths to Power. A Symposium. Information Series No. 190. Columbus: National Center for Research in Vocational Education, The Ohio State University, 1979. (ERIC Document Reproduction Service No. ED 185 311). (81 pp.)

Focusing on five possible transition points in a woman's career, these five symposium papers explore some major problems that women encounter in career and job transitions and present existing and potential solutions and the extent to which women develop skills and abilities in one setting that are transferable to another situation. Priscilla Elfrey, Transition Point I presenter (initial entry), discusses the importance of power, including competence, confidence, and connections, in helping women obtain, progress, and change their jobs and careers. Carol Eliason, Transition Point II presenter (re-entry), stresses the need for women re-entering the work world to validate life skills. Joan Humphries, Transition Point III presenter, suggests counseling/career services, training programs, educational and employment practices, and applied research activities to help women assess their career progression during this period of career advancement. To help women achieve upward mobility, Corrine Rieder, Transition Point IV presenter (job mobility), recommends two perspectives: an academic approach and a more personal experiental approach. Phillip Randall, Transition Point V presenter (pre- or post-employment), discusses the factors and events leading to postretirement jobs and careers. He proposes work-, education-, and community-related approaches to helping older women returning to or changing in the paid labor force.

Liggett, T. C.; Romero, P.; and Schmeling, N. S. The Whole Person Book: Toward Self-Discovery and Life Options. Lincoln: Nebraska Commission on the Status of Women, 1979. (ERIC Document Reproduction Service No. ED 185 357). (254 pp.)

This resource book provides curriculum materials for increasing awareness of sex bias and promoting more positive attitudes and participation in sex-fair career education and counseling. The book provides information in four parts for facilitators (teachers, counselors, administrators, or parents) and learners (students, parents, school staff members, or school board members). In the first part, a facilitator's guide includes a nontraditional career/life planning quiz to assist in understanding the guide's intent and discusses the philosophy, methodology, and implementation of nontraditional career education. In the second part, student activities are organized around three major areas related to career exploration. Self-exploration provides activities to help students explore personal values, interests, and talents influencing career choices. Decision-making activities provide opportunities for making simulated and actual decisions as participants examine various decision-making methods and their resulting outcomes. Life-planning activities encourage learners to match personal qualities with occupational skills, identify educational alternatives, and examine potential life styles relevant to career interests. Each activity is discussed in terms of goal, activity focus, directions for facilitators, and suggestions for learner discussion. The third section, Learner Materials, includes supplemental activities suggested for use with specific activities. Included in the fourth part, Resources, are an Attitudes Toward Nontraditional Careers scale, bibliography, and index.

Moore, A. B. "Relating Literacy Development to Career Development." Adult Literacy and Basic Education 2 (Fall 1978): 190-200. (ERIC No. EJ 205 982).

Combining literacy with career development seems to be a logical activity for adult education practitioners. Program models (e.g., Comprehensive Employment and Training Act, Work Incentive Program, and Career Education) have been developed that demonstrate the feasibility of such practices. The article surveys several of these programs, presents problems encountered, and poses possible solutions.

Miller, H. G., and Holden, J. B. Career Improvement and Satisfaction: Initiating a Positive Self-Perspective. Carbondale: Southern Illinois University, n.d. (ERIC Document Reproduction Service No. ED 114 668). (28 pp.)

The self-instructional program of learning activities is designed for classroom use with both employed and job-seeking adult basic and general adult education students. Overall objectives include (1) reviewing and developing work incentives for an occupation as described in a work history, (2) considering the relationship between job satisfaction and job productivity, (3) examining factors that contribute to developing and maintaining a positive self-perspective towards work and self, and (4) establishing a self-improvement career plan. An in-depth case history of an individual work life

is initially introduced and followed up with various related learning activities in which participants work individually, with other individuals, and within small and large groups. The series of self-analysis checklists and worksheets focus on job satisfaction, job productivity, work attitudes, positive self-attitude, and job objectives/career goals.

Murphy, J. B. "A Career Planning Project." New Directions for Continuing Education 2 (1979): 53-57. (ERIC No. EJ 236 001).

Preliminary results of a career planning project for adult basic education participants in Connecticut show that less-advantaged adults do not recognize the importance of career planning to get a job, although they may face occupational change in midlife.

Phillips-Jones, L., and Katz, P. H., eds. Career Development for Indochinese: A Curriculum Guide. Sacramento: California Community Colleges and California Department of Education, and San Jose, CA: San Jose City College, 1982. (ERIC Document Reproduction Service No. ED 219 464). (901 pp.)

This curriculum guide contains six units covering over 60 hours of lessons on career development designed for Vietnamese, Laotian, and Cambodian students in the United States. Developed for use by counselors, career guidance specialists, vocational instructors, instructors in English as a second language, and other professionals involved in career development for Indochinese, the guide includes instructor guidelines, instructor support materials, and student materials in English as well as in the students' native languages. The suggested lessons and activities are intended to help Indochinese students make more effective career choices by allowing them to compare work settings in the United States and in their native countries; examine their interests, values, attitudes, and desired lifestyles; explore the variety of occupations available in the United States; strengthen their decision-making skills and make wise career choices based on personal assessment; improve job search and experience being in the U.S. labor market. Each unit is divided into several lessons that provide objectives, suggestions for instructor preparation, procedures and materials, guidelines for classroom and nonclassroom activities, and supplementary materials.

Project ADVANCE, 1979-1980 Final Report. South Plainfield, NJ: South Plainfield Adult School, 1980. (ERIC Document Reproduction Service No. ED 190 846). (87 pp.)

Project ADVANCE sought to strengthen the Adult High School by developing a comprehensive career counseling and referral system that would be integrated into the Adult High School. The project coordinator trained the Adult High School counselors to administer and interpret aptitude testing so that clients would be able to develop their own career goals and plans. A form was developed to facilitate interpretation of the results. (The General Aptitude Test Battery was the most frequently used test). Assessments were developed so that clients could receive academic credit for these vocational skills: accounting, drafting, graphic arts, stenoscript, shorthand I, shorthand II, typing I, and typing II. A basic skills profile and a vocational skills

profile-business practice were developed so that clients would have documentation of their abilities for job placement. A "Job Fair" was held to introduce the community to local employers with job opportunities. Thirteen firms participated, over 300 people attended the "Job Fair," and over 250 received vocational guidance. (Appendixes, amounting to well over one-half of the report, include the developed assessments and sample report forms for the basic skills and vocational skills-business practice profiles.)

Oppenheimer, Z. V. Careers for Bilinguals. Volume One. Teacher's Manual. Chicago, IL: Relatina Publications, 1975. (ERIC Document Reproduction Service No. ED 160 726). (143 pp.)

This teacher's manual accompanies a student workbook (ED 160 727) for minority groups who have been exposed to nonstandard English or foreign language environments and/or who are in need of perfecting their English language skills. Focusing on the Hispanic culture, the student workbook is intended to serve as a guide to career awareness for bilingual and monolingual junior and senior high school students, adults in continuing education, students in alternative schools, and students in correctional institutions. This teacher's manual includes the following materials: suggestions that may be used by professionals and paraprofessionals; an extensive bibliography; a question and answer forum; and an appendix containing three related professional papers that cover the career scheme of Birmingham's secondary schools (England), suggestions for decreasing the number of dropouts, and coping skills in adult basic education. Also attached to this document are two booklets: (1) an evaluation guide that includes suggestions for appraisal, placement, and diagnostic testing; methodology for multicultural expansion; and answers to four of the six tests included in the student's evaluation booklet that is attached to the student workbook; and (2) a set of illustrations that accompany the student workbook activities. An audiocassette that records the workbook dialogs and selected exercises is also available.

The Rationale and Process of the Career Change Project: Characteristics and Cases of Joint Industry-Education Programs Assisting Employee-Selected Career Changes. Final Report. Cambridge, MA: Technical Education Resource Center, March 1979. (ERIC Document Reproduction Service No. ED 171 998). (63 pp.)

Technical Education Research Centers initiated the Career Change Project to discover, study, and publicize programs that assist adults to make major career changes. The project surveyed by mail and phone 800 businesses and industrial firms, 1,500 postsecondary educational institutions, and 20 government agencies, professional associations, and labor unions in order to find career change programs. These programs ideally combined career and life counseling, education/training for a new career, job placement services, and follow-up mechanism. Ten case histories were written to describe programs in four firms, three government agencies, two schools, and a professional association. An overview monograph also was written to present career counseling centers operated by or affiliated with nine postsecondary institutions. The major product of this study was a book entitled Career Change: A Handbook of Exemplary Programs in Business and Industrial Firms, Educational Institutions, Government Agencies, and Professional Associations. The handbook includes the

case histories and monograph along with a general discussion of career change, an individual career change model, and a summary of the survey findings.

Reiff, T., ed. Adult Student Magazine. Issue 8. Lancaster, PA: January 1982. (ERIC Document Reproduction Service No. ED 217 194). (24 pp.)

Written for, by, and about adult students, this issue includes a series of articles dealing with various aspects of students' career and educational plans and planning. The following topics are covered: the necessity of taking risks in life; the story of someone who finally gets the nerve to take the General Equivalency Development (GED) test; vocational trades as keys to a good future; the story of a woman who makes time for college in her busy life; steps involved in getting admitted to college; earning college credits for previously acquired knowledge; steps to take to secure a good job; the stories of some GED graduates who found good jobs; and planning for retirement. Also included are a short novel and other pieces of creative writing written by adult students. An accompanying teacher's guide consists of guidelines for using the magazine in an adult education class as well as worksheets dealing with the articles contained in the magazine.

Resource Guide: Vocational Counseling for Adults. Blacksburg: Virginia Polytechnic Institute and State University, 1981. (ERIC Document Reproduction Service No. ED 204 549). (11 pp.)

This resource guide is designed to assist educational institutions and agencies to expand and increase the effectiveness of their vocational guidance and counseling programs for adults. It includes a relevant combination of articles, books, research reports, audiovisual materials, organizations, and directory lists. The references were compiled from a variety of sources, including a comprehensive computer-assisted ERIC literature search, other guides prepared on the subject, federal and state research and training projects, and various private and governmental agencies. The guide covers the following topics: adult counseling, adult education, special topics (appraisal, Comprehensive Employment and Training Act, corrections), career resources, reference materials (directories, bibliographies, guides, handbooks), publications, associations, and advisory councils. A directory of exemplary vocational guidance projects for adults in Virginia also is included.

Ross, G. G., ed. Workshop Presentations of the World Seminar on Employment Counseling (Ottawa, Ontario, September 1980). Ottawa: Canadian Employment and Immigration Commission, 1980. (ERIC Document Reproduction Service No. ED 208 168). (563 pp.)

This monograph presents 26 papers addressed to workshop sessions representing thought and innovation in employment counseling and vocational guidance. Two papers are written in German, one in French, and 23 in English. Abstracts preceding each paper appear in the two languages other than that used for the paper itself. Topics covered include training of counseling services personnel (Germany); counseling for midlife career change; policies for career information, guidance, and counseling in school-work transition; PLACE,

an individualized learning package to assess employability; measuring employment counselor effectiveness; career decision making and computers; counseling for midcareer change; computerized job-person matching (Sweden); conceptual approach to career education; career development in industry; employment counseling of college students (United Kingdom); "focusing" in adult career counseling; life skills training; brokering and employment counseling; STEP, self-exploration programs for career selection (Germany); competency-based inservice program for counselors; impact of a computerized guidance information system; vocational counseling as an instructional process; evaluation of employment counseling; and computer-aided vocational counseling in midlife change.

Smith, G. J.; and others. Career Planner: A Guide for Students with Disabilities. Alta Loma, CA: Chaffey College, 1981. (ERIC Document Reproduction Service No. ED 205 719). (51 pp.)

Intended as a guide for students with disabilities who wish to enter the work force, this handbook is designed to help gather both information about the student and information to help choose a job. Chapter 1 concerns collecting health/medical information. Chapter 2 focuses on collecting vocational information--information about general job interests, skills, and abilities--through vocational evaluation. Job analysis is discussed in chapter 3; the process is described, and sample and completed job analysis forms are provided. Chapter 4 addresses job modification, including employer cooperation and information services dealing with adaptive equipment or assistive devices. Chapter 5 discusses role models and locating and interviewing them for information on jobs. Some role models are listed together with their addresses, phone numbers, and brief description. Chapter 6 provides a sample list of organizations for further assistance. Some tips for a telephone conversation or written request for information are given.

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